



## NORTH CAROLINA CHARTER SCHOOL APPLICATION

# Apprentice Academy HS of NC

**Public charter schools opening the fall of 2018**

**Due 5:00 pm EST, September 19, 2016**

North Carolina Department of Public Instruction  
NCDPI/Office of Charter Schools  
301 N. Wilmington Street  
Raleigh NC 27601-2825  
919-807-3491

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Raleigh, NC 27699-6303

## **CHARTER SCHOOL**

### **2016 Application Process**

**To open a charter school in the 2018-2019 school year**

#### **APPLICATION DUE DATE/TIME**

**September 19, 2016** A complete **online** application package, in the Office of Charter Schools **by 5:00 pm EST.**

**\*Non-Refundable \$1000 Application fee due to the Office of Charter Schools\***

*Application Fee Payment Details can be found on the Office of Charter Schools Website*

#### **APPLICATION SPECIFICATIONS**

Applicants can submit applications prior to the deadline September 19, 2016 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting.
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

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## I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Apprentice Academy HS of NC

Has the organization applied for 501(c)(3) non-profit status: Yes  No

Name of non-profit organization under which charter will be organized or operated: *Apprentice Academy HS of NC Inc.*

Provide the name of the person who will serve as the primary contact for this Application. The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application.

Name of contact person: *Barry Ross*

Title/Relationship to nonprofit: *Principal*

Mailing address: PO Box 266  
Waxhaw NC 28173

Primary telephone: 704-607-5304 Alternative telephone: 704-607-5304

E-Mail address: aahsnc@gmail.com

Name of county and local education agency (LEA) in which charter school will reside:

County: UNION

LEA: 900-Union County Public Schools

Was this application prepared with the assistance of a third party person or group?

No:

Yes:

If so, provide the name of the third party person or group. Goodall Consulting

List the fee provided to the third party person or group. see below

Provide a **full** detailed response of the assistance provided by the third party person or group while preparing this application and when the assistance will end.

The mission, vision, and ideas contained in the application are the board's. Goodall Consulting provided guidance, advice, resources, staff assistance, and editing for this application. Goodall Consulting will provide guidance and assistance to the board from application evaluation through interview process and CSAB approval. On State Board of Education (SBoE) approval, Goodall Consulting will help with marketing, including helping design and implement presentations for prospective parent meetings, designing and driving social media, assisting with public relations including press releases, continuing the development of employee policies and attendance at board meetings as necessary.

The fee paid to Goodall Consulting is contingent only upon the successful opening of Apprentice Academy High School of North Carolina (AAHSNC) charter school as an accelerated charter in 2018 or a standard charter in 2019. Assistance under the contract continues through the State Board of Education approval, however it is understood that support through the school opening and its first year of operation is available on an as requested basis.

The fee for the services, \$24,000, are contingent upon the approval and successful opening of the school. Should the school not open there is no obligation by our board.

While the vast majority of this application's content was written by the AAHSNC board, there is language and terminology that Goodall Consulting assisted with and which may appear in other charter school applications. That content is therefore original source content of this applicant when provided by Goodall Consulting.

*Is this application a Conversion from a traditional public school or private school?*

No:

Yes:

*Is this application being submitted as a replication of a current charter school model?*

No:

Yes:

*Acceleration*

Yes:

No:

*To be considered for acceleration applicants must meet four specific criteria. Provide supporting evidences of the following:*

*\*Demonstrate a clear and compelling need for the accelerated planning year*

Our board filed an application in 2016 to open a charter school in 2018 in Union County. Our unique and innovative offer to give area high school students a pathway to quality jobs after high school graduation, or at least a chance to augment their college journeys with career and technical skills, was embraced by the Charter Schools Advisory Board (CSAB). One CSAB committee chair was quoted in the minutes of February 6, 2017, as recognizing the "historical precedence for this situation and expressed the desire to put the school on an accelerated track during the next application process."

The changes made in this application follow the suggestions of the CSAB members and include, but are not limited to, removing a middle school component and clarifying that the school would not be an "alternative" school. The SBE passed CHTR-020 only weeks later, defining alternative charter schools that are now more clearly unrelated to our school.

We need our accelerated planning year (and have registered for the first training session September 27) in order to open this school to satisfy the pent up immediate demand by parents and the business community. We also have a board of directors with two plus years invested in our project. We have many business and academic relationships that we don't want to evaporate with a third year of deferral. Plus we have a lease for a beautiful and strategically located building in which we could start with 20,000 square feet and expand to up to 52,000 feet, eventually housing our 600 students at our peak. We have also recognized a need to shore up the business function of running our school and hired a firm to assist with the application's budget and financial program and continue as a "mentor" for us beyond the application approval.

The "Future Ready Student Act of 2017" suggests the state legislature wants to "accelerate" CTE as we do and has made it a priority. The bill will require district public schools to offer at least two work-based learning opportunities that are related to career and technical education. It also asks the LEAs to establish "Business Advisory Councils" to guide the schools in how best to collaborate with the corporate community in ways that benefit young scholars and career and technical aspirants.

We wish to be the first public charter to lead the way for other charters and open the door for career and technical education!

*Partner with a two of four year institution of higher education in North Carolina*

*Attach Appendix A from the four year institution of higher education in NC to demonstrate a partnership  
Verify the absence of a charter school in the proposed county of location*

Yes:

No:

*Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.*

Yes:

No:

*What is the name of the nonprofit organization that governs this charter school?* Apprentice Academy HS of NC Inc.

*Is this application for Virtual charter school:* Yes: No:

**Grade Levels Served and Total Student Enrollment:**

*Projected School Opening: Year 2018 Month August*

*Will this school operate on a year round schedule?*

No:

Yes:

*Proposed Grade Levels Served and Total Student Enrollment (5 Years)*

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
Year 1	09,10	225
Year 2	09,10,11	375
Year 3	09,10,11,12	525
Year 4	09,10,11,12	600
Year 5	09,10,11,12	600

*The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school governance, operations, finances and student performance.*

*I certify that I have the authority to submit this application, that the initial board members and I were*

If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).

*regularly involved in the development of this application, and that no part of this application is plagiarized. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization. Additionally, the board is aware that if this application is approved by the State Board of Education, the approval is contingent upon successful completion of such planning year.*

barryrossnc01  
*Signature*

Barry Ross, Board Member  
*Title*

barryrossnc01  
*Printed Name*

09/16/2017  
*Date*

## II. MISSION and PURPOSES

(No more than three total pages in this section)

### **Mission:**

*State the Mission of the proposed charter school in **thirty-five words or less**. The mission statement defines the organization's purpose and primary objectives, describing why it exists. The mission statement provides the foundation for the entire proposal.*

*The mission statement of the proposed charter school is as follows:*

Apprentice Academy High School will provide students with a career and technology-focused education that prepares them for post-high school employment and delivers the academic rigor necessary for college success.

*Clearly describe the mission of the proposed charter school:*

Our vision for high quality career pathways holds that all students will complete a college-ready high school academic core that aligns with their career goals. Students will develop an individual learning plan using a variety of data including a learning needs assessment, transcript reviews, IEP reviews and prior EOC/EOG scores. The students will use a similar process to assist with developing career goals, and a career pathway that includes a career skills assessment and parent input.

### **Educational need and Targeted Student Population of the Proposed Charter School:**

- 1. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.*

Targeted Student Population: Apprentice Academy's target population is the whole of Union County and the southeastern portion of Mecklenburg County that borders Union County. A 2016 Arkansas statewide research study by Shaun Dougherty on the impact of CTE, found "no one characteristic (race/ethnicity, gender, etc.) stands out as drastically overrepresented or underrepresented among the entire group of CTE course takers." Therefore, although Apprentice Academy anticipates enrolling students who desire employment following high school graduation, we do not target a specific population because all students can benefit from a CTE focused education. Demographically, Union County Public Schools (UCPS) is 63.15% white, 12.87% African American, 17.27% Hispanic, and 6.71% other. The student demographics of Apprentice Academy will most likely mirror those numbers.

- 2. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA is grades 9-12).*

The total projected enrollment for Apprentice Academy is 600 students serving grades 9-12. The 600 students make up .04% of the ADM in Union County Public Schools for grades 9-12 (14,149 students).



3. *Explain how the charter school's education plan will compare to or differ from that of the local LEA(s).*

Nowhere in Union County can a student attend a pure Career and Technical high school. This is what makes our education plan unique. Career and Technical high schools are "self-contained schools that offer both CTE and traditional academics, with a focus on the former. Each school specializes in a particular industry and associated career pathways, and all students who attend these schools specialize in some area of CTE" (Shaun M. Dougherty, Thomas B. Fordham Institute, 2016). Furthermore, Apprentice Academy will be personalized learning and a technology-based school using a blended learning format.

4. *In the appendices (Appendix A1), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

**Purposes of the Proposed Charter School:** *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations.*

*The Six Legislative Purposes of a Charter School are:*

1. *Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
2. *Hold schools accountable for meeting measurable student achievement results.*
3. *Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*
4. *Improving student learning.*
5. *Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
6. *Encourage the use of different and innovative teaching methods.*

3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

Career/Technical high schools are "self-contained schools that offer both CTE and traditional academics, with a focus on the former. Each school specializes in a particular industry and associated career pathways, and all students who attend these schools specialize in some area of CTE" (Shaun M. Dougherty, Thomas B. Fordham Institute, 2016). These CTE high schools were formerly known as vocational high schools, and primarily offered the skilled trades. The modern CTE high school still offers the trades, but may also offer any of the other 16 recognized career clusters. This is the expanded educational opportunity which Apprentice Academy will offer to families. Union County families can

currently apply to the Central Academy of Technology and Arts which offers five specialized academies: Information Systems, Medical Sciences, Pre-Engineering, Transportation Systems, and Performing Arts. Additionally, high schools across the county offer specialized CTE offerings unique to each school. However, nowhere in Union County can a student attend a pure vocational high school, and this is what separates us from the other educational opportunities available to students. For a complete outline of the career clusters to be offered by Apprentice Academy, see Appendix B2.

6. Encourage the use of different and innovative teaching methods.

We have selected differentiated instruction as our instructional method, and blended learning as our instructional practice. The benefits of implementing blended learning include the teachers ability to: a) create smaller learning communities within the larger class, b) group students strategically, and c) adjust instruction and practice for specific students. Each Apprentice Academy classroom will share the same three-station design of: a) teacher-led small group instruction time, b) Online personalized learning time and c) project time. At the small group instruction area, teachers will group students strategically and by ability levels. For example, a group of high-level writers who are working on essay writing in an English class may need a short explanation only of a certain aspect of writing, such as a thesis statement. With this group, the students only need their teacher to be a coach and provide individual feedback. A higher-needs group will require more interaction with the teacher. For instance, the teacher provides detailed instruction, including modeling all the components of an essay and providing the writing prompt. The teacher is also a coach providing feedback and encouragement on individual skill needs. Students working individually on their 1:1 issued laptops, will be working on personalized assignments. The teacher provided feedback on their work and approves students to take assignment assessments once he or she demonstrates readiness. Finally, students will be working on their course project in the classroom project area. Each Summit Learning course has an associated problem-based learning project. The student may work independently or in groups on these projects, and the teacher takes on the role of coach and mentor.

**Goals for the Proposed Charter School:**

1. *Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.*

Operational Goals:

Goal 1: Over the first five years, Apprentice Academy will retain an average of 90% of effective teachers as measured by an overall rating of Accomplished on the North Carolina teacher evaluation instrument.

Goal 2: Apprentice Academy will develop and clearly communicate a computer use agreement and technology standards for implementing the schools 1:1 program to stakeholders at all levels including students, parents, teachers, administrators and board members. Apprentice Academy will evaluate the

success of the agreement and standards through gathering data on user non-compliance. The board will reevaluate the use agreement and standards at the conclusion of every school year.

Goal 3: Apprentice Academy will develop and clearly communicate procedures to ensure the school facility and associated equipment and technology are well maintained as measured by the ratio of planned/preventative maintenance to how much reactive maintenance is being performed.

#### Financial Goals:

Goal 1: Apprentice Academy will make school finances transparent by sharing our budgets and financial reports with the school community.

Goal 2: Each year the school will operate in a fiscally sound manner and in accordance with all generally accepted accounting principles as measured by an annual external audit.

Goal 3: The Academy will work with our LINQ provider and expect the aggregated actual revenues and expenditures to be within 95% of those budgeted on a monthly basis.

#### Academic Goals:

Goal 1. 77% of Apprentice Academy students will meet or exceed EVAAS growth expectations in year 1, 80% in year 2 , 83% in year 3, 86% in year 4 and 90% in year 5.

Goal 2. 90% of Apprentice Academics first 4 year cohort graduating class will graduate on time in 2022.

Goal 3. 85% of all eligible students will be hired into apprenticeships, year 2, 90% of eligible students, and year 3, 95% of eligible students.

#### Governance Goals:

Goal 1: The board will meet a minimum of 10 times a year and have an 80% cumulative attendance rate or higher as measured by roll call results listed in the official meeting minutes.

Goal 2: Every board member will receive a minimum of 8 hours of governance professional development training each year as measured by training sign-in sheets.

Goal 3: Apprentice Academy will be a fully accredited high school by year 5 as measured by AdvancEds accreditation rating.

Apprentice Academy will recruit and maintain a board that is diversified in background, experience, and professional careers and united in their passion for the schools mission. By the end of year 1, the board will create a recruiting and diversity vision statement and post to the schools website for community feedback.

Communication to the Board, Parents, Teachers, Students, and Stakeholders:

The principal is responsible for providing Apprentices Board of Directors with a monthly update on the status of school finances, operations, academics and emergencies as they occur. Depending on the specific goal, the Academic Committee or School Improvement Team may review the report and then offer recommendations if needed. All recommendations will be discussed and voted on by the full board. Parents, teachers, students, and stakeholders will all be notified when reports are presented to the full board.

*2. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?*

The schools principal will work in collaboration with the boards working committees to brief the board of directors as a whole at monthly board meetings. The principal and his/her team will report on the school's vitals which include but are not limited to: the budget, student achievement, personnel actions, school operations, parent/community activities and student attendance reports. Additionally, any items requiring action on the part of the board will be provided to them no later than one week prior to the meeting so they may have sufficient time to prepare and make informed decisions.

Within five years of the schools opening, Apprentice Academy graduates will see an increase in job placements and internships.

Apprentice Academy will implement the NC teacher evaluation process for assessing beginning and experienced teachers and the North Carolina School Executive: Principal and Assistant Principal Evaluation Process for years 1-3. Beginning year 4, the staff and administration may investigate other evaluation tools and options. The board will use the Charter School Board Self-Assessment tool from BoardSource. BoardSource is a company that partners with nonprofit boards of all types for training and assessment. The board will implement an annual parent and teacher survey of the boards performance that will be posted on the schools website at the end of each school year.

### III. EDUCATION PLAN

(No more than ten total pages in this section)

**NOTE:** *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation will deem the application incomplete.*

#### **Instructional Program:**

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

Overall Instructional Program: Apprentice Academy High School of North Carolina's (Apprentice Academy) vision for high quality career pathways holds that all students will complete a college-ready high school academic core (English, math, science and social studies) that aligns with their choice of career pathway. Apprentice Academy will adhere to the Southern Regional Education Boards (SREB) High Schools That Work (HSTW) key practices. HSTW is currently in use at over 1200 high schools across the country and is nationally recognized for its effectiveness in raising both academic achievement and graduation rates. In NC, NCDPI refers to it as a teacher resource on its website in the Educator Resource page. HSTW adhere to six key practices of meeting student need that separate those high school's from the others.

These key practices for Apprentice Academy mean: 1. Preparing all students for careers and/or college through individual learning and career plans. 2. Using differentiated instruction to facilitate personalized learning and individual learning plans. To do so, we have partnered with Summit Learning (SL) to be a personalized learning partner. Summit Learning (SL) (<https://www.summitlearning.org/>) partners provides access free of charge. There are four key benefits to being an SL partner: (a) The SL learning platform, (b) Common Core math and English curriculum with associated resources and assessments, (c) A free initial 1 week Professional Development for teachers and administrators and (d) Ongoing PD, support and mentorship for teachers throughout the year (see appendix O for more detail). If our application is approved, Apprentice Academy will be the second Summit Learning partner school in North Carolina. Currently, Research Triangle High School is Summit Learning's only NC partner school.

For academically eligible students, CTE technical courses (e.g. welding) will be taken at area community colleges with tuition paid for through the states Career and College Promise program. Those students may also receive dual college/high school credit for eligible courses. Academically ineligible students, may still be accepted using the principals waiver. In the event the principals Career and College Promise waiver is not accepted by the community college, ineligible students will be provided instruction through programs such as National Center for Construction Education(NCCER) courses. Career counseling that considers both student goals and parent input is another one of the six key practices integral to our educational program. Transforming teachers into learning facilitators using SL's free professional development program, is the final HSTW principle we will put in

place.

**Assessment:** To aid in the evaluation of student growth and proficiency, Apprentice Academy will administer the AimsWeb three times per year in the fall, winter, and spring. Every Summit Learning course has embedded content assessments. Teachers receive content assessment requests from students and then choose to approve or deny the student request. Teachers may require students to show evidence of learning (like notes or study cards) before they approve assessments or approve assessments when students report being ready, but ask questions about readiness before approving the assessments. Apprentice Academy will also administer the states three high school End of Course (EOC) exams in NC Math 1, English 2 and Biology. Additionally, Apprentice Academy students will participate in the states ACT exams of PRACT, ACT and WorkKeys. Seniors will complete a career-related senior exit project consisting of a reflection essay and a formal presentation that demonstrates career-related knowledge and skills they have learned in a presentation mode of their choosing.

### **Curriculum and Instructional Design:**

*Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

**Basic Learning Environment:** To establish the basic learning environment, Apprentice Academy will use blended learning which combines face to face instruction with online learning." Blended learning is an instructional methodology that leverages technology to provide a more personalized approach to learning, giving students control over the time, place, path and pace of their learning" (Brooke, 2017). Blended learning will be used in every core and elective course taught at the Apprentice Academy campus. Community college instructors who teach career and technical courses to Apprentice Academy students at either the community college (labs) or at the Apprentice Academy campus, will use their approved instructional methods. Our Summit Learning (SL) technology-based curriculum will include Common Core State Standards (Math and English), and Next Generation Science Standards (Science). SLs California standards based social studies curriculum will be modified for our use. Apprentice Academy teachers teaching AP courses will be able to do so using SL curriculum. Please see Appendix O for more details.

**Class Size and Structure:** Apprentice Academy's class size goal is no more than 25 students per course. When students enter Apprentice Academy campus classrooms, they will be introduced to a technology-rich learning environment. Our goal is for each core and elective content area to have a highly qualified, North Carolina certified teacher. In each classroom, with the exception of Physical Education, students will work in a number of different settings, including whole-group instruction, small group instruction, peer-to-peer activities, pencil and paper assignments and individual work on a laptop. There will be wireless internet access throughout the building to facilitate this instructional model.

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.*
3. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

Curriculum and Accountability Model Alignment: Apprentice Academy's three career and technical education pathways of Skills and Trades (e.g. construction, automotive technology) Services (e.g. culinary arts, cosmetology) and Computer Science/Information Technology (e.g. software engineer, system analyst, web development) are taught in the context of a college-ready academic core. Our curriculum aligns directly with our mission, student population and North Carolina's accountability model. Apprentice Academy will have a core academic curriculum of four credits each in math, English, and social studies and three science credits that will prepare our students for the state's three required End of Course (EOC) assessments of Math I, English II and Biology. After graduating high school, any student seeking a four-year university degree will be able to meet the foreign language requirement at Apprentice Academy to fulfill the NC university entry criteria. All Apprentice Academy students will take four CTE credits and two work-based credits. An Arkansas statewide research study suggests "Just one additional CTE class above the average means a student is more likely to graduate high school, more likely to enroll in a two year college, more likely to be employed after high school and better compensated after high school (Daugherty, 2016)."

Targeted Student Population: A 2016 Arkansas statewide research study by Shaun Dougherty on the impact of CTE, found "no one characteristic (race/ethnicity, gender, etc.) stands out as drastically overrepresented or underrepresented among the entire group of CTE course takers." Therefore, although Apprentice Academy anticipates enrolling students who desire employment following high school graduation, we do not target a specific population because all students can benefit from a CTE focused education. Finally, Dougherty's study clarifies the distinction between Apprentice Academy's focus versus traditional career and technical academies. "Career/Technical High Schools are self-contained schools that offer both CTE and traditional academics, with a focus on the former. Each school specializes in a particular industry and associated career pathways, and all students who attend these schools specialize in some area of CTE."

4. *Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

Primary Instructional Strategies: Apprentice Academy does not have one particular instructional strategy that teachers must employ in order to

deliver the myriad of high school courses available to students. Unlike the lower grades, high school courses have numerous variances that cannot possibly be covered by a one-size-fits-all instructional strategy. For instance, expectations for teaching and learning in an honors biology course is not the same as teaching and learning expectations for a basic biology course. Therefore, a single, primary instructional strategy does not meet Apprentice Academy's core mission or its philosophy of providing students a personalized education where:

Each student is unique in the way he or she learns.

Each student is entitled to his or her own individual career and learning plans.

Each student is entitled to a team of adults who are invested in that student's success.

**Teacher Mastery Expectations:** Apprentice Academy teachers are expected to master Differentiated Instruction (DI). When teachers have mastered DI, they will have the skills to "proactively plan instruction to consistently address student differences in readiness, interest and learning profile" (Tomlinson and Imbeau, 2010). DI, supported by blended learning, is 100% consistent with our stated mission and philosophy. Furthermore, teachers will be expected to individualize their instruction based on data from our Summit Learning platform (Appendix O for details.) When Apprentice Academy opens, we will be only the second school in North Carolina to use Summit Learning. (Research Triangle High School is the other.) The Summit Learning platform allows teachers to modify instruction and content to meet their students' needs based on real-time feedback on student progress. This feedback includes data from the progress students are making on lesson content as well as data from unit assessments. Although students have the ability to take an assessment when they feel ready, the teacher must approve taking the assessment which is based on their knowledge of student readiness through their progress monitoring and feedback to students. This platform also allows students to choose how they will learn which leads to an authentic personalized learning experience. The set of core differentiated instruction principles or practices that teachers must master are based on variances in student interests, readiness and learning profile as they relate to modifications of any curriculum:

Content-What do we want students to learn?

Process- The way in which each individual student makes sense of the content.

Product-The way in which each individual student demonstrates they have mastered a topic.

Affect- Each individual student has different emotions and experiences that will impact their learning.

Student needs and variances that must be taken into account are:

Readiness -is a temporary status that changes with high quality teaching.

Interest- a student's motivation to learn.

Learning profile- a student's learning style (e.g. loves working in small groups), intelligence preference (e.g. a logical-mathematical student), gender-males and females approach learning differently and culture-acknowledging differences in student backgrounds and approaches to learning.

**Academic Achievement:** DI results in increased academic achievement because "research clearly indicates that students will typically perform better on standardized tests when they have had the opportunity to learn in preferred



modes, even if the test is not in their preferred mode" (Thomlinson and Imbeau, 2010).

5. *Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.*

Ensuring Student Transition Readiness from Grade to Grade: The cornerstones for ensuring Apprentice Academy students readiness is DI, individual student learning plans, individual student career plans, EOC benchmark assessments and monitoring and commenting on student progress through our schools Summit Learning platform (see appendix O). The components of each plan, regardless of grade level, will consist of academic and vocational goals that are developed in coordination with the student, teachers, counselor, and parents. These plans will initially be developed during the student enrollment in-take and then reviewed and updated during student-teacher weekly mentor meetings (see Appendix O). The concept for individual learning plans has its roots in special education. Students determined to be eligible for special education services receive an Individualized Education Plan (IEP) that is developed in coordination with teams of teachers, parents, school administrators, related services personnel, and the student to establish goals for academic achievement, and both postsecondary and career plans. The purpose of the IEP therefore, is to actively engage students in their own learning and postsecondary plans by routinely monitoring progress toward goal achievement and modifying those goals as necessary based on the data. Research indicates that an individual learning plan for all students similar to an IEP, "in addition to the positive impact on achievement, taken collectively, PLPs could create a robust data set, which can be used for accountability and more in-depth analysis of factors influencing student achievement" (Bloom, Kissane, 2011).

To ensure our students are progressing through the vocational portion of the program, Apprentice Academy will adhere to the standards established in the 2010 NC Department of Labors High School Apprenticeship Handbook (most recent publication). These standards include: Program Operation, Schedule of Work Process, Schedule of Related Instruction, and a Progressive Wage Schedule. With the assistance of our areas NCWorks Apprenticeship Consultant, the school's Career and Technical Education (CTE) Coordinator will determine student apprenticeship eligibility and are registered for North Carolinas pre- apprenticeship program (see Appendix O for procedures). To qualify for a state approved pre-apprenticeship, students must be a junior or senior between the ages of 16-18. Apprentice Academy will begin to offer pre-apprentice opportunities in year 2 with our first junior class. While every staff and board member is a recruiter, the school's CTE Coordinator has the formal responsibility for coordinating work-based learning opportunities within the greater Charlotte area. Current business letters of support are attached to this application and will continue to grow throughout this planning year and year 1. To facilitate this effort, the principal and board members will voluntarily join area business associations and rotary clubs to cultivate relationships and business partnerships.

6. *If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and*

*how grade-point averages will be calculated?*

"The Common Core and Essential Standards is the adopted state curriculum. Charter schools do not have to follow the state curriculum guidelines. They can create their own curriculum as part of their autonomy."

Consistent with the above option, Apprentice Academy has decided to partner with Summit Learning (SL). Partnering with SL authorizes Apprentice Academy use of their learning platform, curriculum, materials, resources and professional development. SL is used by over 300 school's across the country and each one has the ability to align SLs base curriculum to individual state and local standards. To ensure alignment, our teachers will analyze the alignment of the base curriculum and build a plan to reconcile any gaps using the tools and training provided by SL (see appendix O). Apprentice Academy understands it is critical to identify any gaps in the Base Curriculum and for teachers to identify whether they want to adopt the base curriculum fully or make necessary, targeted edits.

Future-Ready Core requirements:

Apprentice Academy Students will have a 25 credit requirement to graduate:

- English- 4 credits
- Math-4 credits
- Social Studies- 4 credits
- Science-3 credits
- CTE-4 credits
- Work-based learning credits-2
- Senior Exit Project-1 credit
- Health/Physical Education- 1 credit
- Academic Electives-2
- Total- credits 25

In order to be promoted to the next grade, a student must earn the required number of credits each year. Those credits must include one credit each in English and math. The credit requirement for promotion from grade to grade are:

- To Grade 9, Promoted from Grade 8
- To Grade 10, 6 credits that must include the appropriate math and English course in grade 9
- To Grade 11, 12 credits that must include the appropriate math and English course in grade 10
- To Grade 12 , 18 credits that must include the appropriate math and English course in grade 11
- To Graduate- 25 total credits including passing (Level III, IV or V) on the NC Math 1 EOC, English 2 EOC and Biology, grade 12 math and English and the senior exit project.
- High School Grades
- A = 90 100
- B = 80 89
- C = 70 79
- D = 60 - 69
- Lowest passing grade is 60
- F = Below 60

GPA Calculation: Apprentice Academy will abide by the grade point average values and class rank calculation method devised by the University of North Carolina and NC Community College systems:

Weighted Grade Point Average (GPA) Scale:

Standard Courses	Honors Courses	AP & College Courses
A = 4	A = 4.5	A = 5
B = 3	B = 3.5	B = 4
C = 2	C = 2.5	C = 3
D = 1	D = 1.5	D = 2
F = 0	F = 0	F = 0

Students earning a 4.3 or above are recognized as summa cum laude, 4.0 to 4.299 as magna cum laude and 3.7 to 3.99 cum laude.

- 7. Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
- 8. Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

By aligning with the community college calendar and maximizing the potential of the NC Career and College Promise program, Apprentice Academy students may receive CTE course instruction and related hands-on laboratory work from community college instructors. Depending upon course and instructor requirements, instruction may take place on Apprentice Academics campus, the community colleges campus or some combination of both.

### **Special Programs and "At-Risk" Students**

- 1. Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.*

Differentiated instruction and individual learning plans, coupled with effective scheduling and the tenets of the North Carolina Multi Tiered System of Support (MTSS) model are the foundation of Apprentice Academics plan for identifying students in need, developing an appropriate intervention strategy(ies), executing the plan, monitoring student progress and adjusting strategies based on the data to ensure the continued progress and academic growth for all students.

Differentiated Instruction (DI): Teachers are to individualize instruction based on the screening assessment data used to initially develop the individual student learning plans, formative assessment data and benchmark assessment data.

Screening Assessments: Using products such as AimsWeb, teachers and counselors will use assessment data to help determine a students readiness for high school level English and math and recommend course placement. Note: Transcripts will also be a component of student screening and course selection and in some cases all that is required. For instance, an incoming grade 9 student who passed Math 1 with a 4 or 5 on the EOC could be exempt from taking the screening assessment.

Personal Learning Plans (PLP): Every Apprentice Academy student will

develop a PLP. According to a 2011 Rennie Center for Education Research and Policy study, it reported that "learning plans are student-driven planning and monitoring tools that provide opportunities to identify postsecondary goals, explore college and career options and develop the skills necessary to be autonomous, self-regulated learners. Learning plans have been linked to a variety of developmental outcomes, including improved academic motivation, engagement, decision-making and personal accountability." Examples of data in Apprentice Academy PLPs will include prior EOG/EOC score levels, prior transcript data, AimsWeb in-take data and student goals. The PLP therefore will be a "dashboard" based source for monitoring and accessing all student progress data.

MTSS: Apprentice Academy's mission, philosophy and practices are completely aligned with NC's MTSS process for identifying students in need and then applying strategies to accommodate. MTSS requires the use of evidence-based interventions and data-based decision-making to address barriers that may be preventing student learning using a three-tiered approach. The three tiers of instruction and intervention consist of Tier 1 core instruction, Tier 2 supplemental instruction, and Tier 3 intensive instruction. Apprentice Academy's primary Tier 1, school-wide intervention is differentiated instruction. Tier 2 interventions are provided to those students who are not meeting/achieving grade level standards through core instruction alone. These interventions are provided in addition to core instruction.

Tier 3 interventions are provided to students in need of intense, individualized math and or English instruction. These interventions are provided strictly on a one-to-one basis. Should a student not demonstrate growth after receiving Tier 3 intervention, a request for formal evaluation will be made to the EC team.

2. *Explain how the instructional plan and curriculum will meet the needs of English Language*

*Learner (ELL) students, including the following:*

- a) *Methods for identifying ELL students.*
- b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
- c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

Methods for Identifying ELL Students: In accordance with all pertinent ELL NC policies and procedures, our process begins with a home language survey instrument which will be a component of the new student enrollment-intake. Additionally, a record review will be conducted during the in-take meeting to determine if the student has received services prior to their enrollment at Apprentice Academy. The next step is to assess identified students. The national organization of WIDA provides models for assessing that we will follow. These models will ensure that Apprentice Academy is able to properly determine the academic English language proficiency level of students and inform on the necessary amount and type of instructional services and support.

Specific instructional programs, practices, and strategies: Our differentiated instruction and blended learning methods, coupled with student PLPs are an ideal way to boost learning for ELL students. According to the 2017 International Association for K-12 Online Learning (iNACOL)

report, Next Generation Learning Models for English Language Learners: Promising Practices and Considerations for Teaching and Learning, iNACOL found " how ELL students learn best generally covers three main categories: (1) instructional strategies, (2) learning supports and (3) assessments. When aligned, best practices in these three categories can support ELL students in overcoming variances in proficiency in their prior language and content knowledge." Apprentice Academy's mission and philosophy of education is directly aligned with iNACOLs instructional best practices for ELL students:

Students advance upon demonstrated mastery.

Competencies include explicit, measurable, transferable learning objectives that empower students.

Assessment is meaningful and a positive learning experience for students.

Students receive timely, differentiated support based on their individual learning needs.

Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Apprentice Academy will use ELL online programs such as ELlevation Education to support instruction as well as contracting with one of the greater Charlotte areas ELL consulting agencies to provide assessments, instructional services and professional development as needed.

3. *Explain how the school will identify and meet the needs of intellectually gifted students, including the following:*

- a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
- b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

Identification: In addition to records screening, Apprentice Academy will offer parents and students an opportunity to self-select as a part of the enrollment in take process. Per the recommendations of the National Research Center on the Gifted and Talented at the University of Virginia, Apprentice Academy will offer the Gifted and Talented Evaluation Scales (GATES) to students. The GATES is a short assessment of 5 to 10 minutes for ages 5-18. It measures "the most current federal definitions of... General Intellectual Ability, Academic Skills, Creativity, Leadership, and Artistic Talent."

Specific Instructional Programs, Practices, Strategies and Opportunities: To students identified as AIG, counselors will recommend these students take honors courses all four years in school as well taking Advanced Placement (AP) or Career and College Promise courses. These gifted and talented Students will be encouraged to take four courses of a world language so they meet all entry requirements into the UNC system if this is the track they choose.

Monitoring and Evaluating Progress: Although the blended learning model provides for daily monitoring of student progress by the teacher using the systems embedded in the online instructional programs, as cited previously weekly mentoring will take place in addition to formal progress monitoring that will occur every six weeks at Apprentice Academy. These progress reports will be sent home to parents. Monitoring and evaluating will be a

component of the mentor meetings.

### **Exceptional Children**

*The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

#### **Identification and Records**

1. *Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.*
2. *Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.*
3. *Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.*
  - a) *Requesting Records from previous schools*
  - b) *Record Confidentiality (on site)*
  - c) *Record Compliance (on site)*

Identification: As a component of the Apprentice Academy enrollment intake meetings, parents will be completing a student and family information form where they will be able to share IEP and 504 service information. A records review will also be conducted during the intake which should contain IEP and 504 documentation if they received services at their prior educational placement. For any student determined to be eligible for special education or 504 services the appropriate staff will be notified for further action. Students identified as having a current or past IEP will be referred to a school Exceptional Childrens staff and students identified as having a current or past 504 will be referred to the schools 504 coordinator. In each case, an EC Teacher will conduct any necessary follow-up with the identified students previous school. By Year two, Apprentice Academy will employ an Exceptional Childrens Coordinator. The ECC will be required to attend state-sponsored training and meetings, and will assist teachers in implementing accommodations. The ECC and EC Teachers will be responsible for overseeing testing, the creation of new and implementation of existing IEPs, and teaching co-taught classes with teachers. The ECC will work with the administration to ensure teacher compliance with IEPs and 504s, as well as state and federal law.

Child Find: Public annual notices made to inform parents of the special education services available under Child Find (34 CFR 300.125) will be published at the beginning of each school year directly on our schools website. NC DPI provided posters and brochures will be prominently displayed in the front office and high traffic areas throughout the school. For students enrolled at Apprentice Academy who may be in need of special education or 504 services, teachers, other staff members, parents or

guardians should reach out directly to a counselor who is the schools first point of contact. With parent approval, the student will then be referred to the schools problem solving team comprised of an administrator, counselor, and an EC and regular education teacher. The team will then follow NCDPI's MTSS Guidelines for Evaluations and Decision Making. According to the guidelines, 1. "If it is suspected that a child's difficulties are the result of a disability as defined by the IDEA, the IEP team is obligated to identify the academic and/or functional areas in need of further investigation and promptly seek parental consent to conduct a full and individual evaluation." 2. "If a parent requests an evaluation, the IEP team must convene to determine whether or not the child will be referred to special education for an initial evaluation. Interventions may occur concurrently with the evaluations conducted during the 90-day timeline."

Records: All student records will be maintained with confidentiality and safety in mind. Records will be kept in secure, designated, locked records rooms, in fireproof file cabinets. Student records may be examined on site only by approved personnel and should never be taken off site. A staff member will be designated by the principal to oversee the student records and ensure compliance with all applicable laws. Records will be requested from the student's previous school only after a complete enrollment packet has been received. Upon receipt, student records will be securely stored and treated with strict confidentiality.

#### Exceptional Children's Education Programming

1. *Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.*
2. *Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).*
3. *Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.*
4. *Describe the proposed plan for providing related services.*

Educational Programs, Strategies, and Additional Supports: Apprentice Academy is structured so that all students will be successful. The schools mandatory PLPs will be interconnected with both the Future Ready Core EC student and the OCS Future Ready Core EC Student, thereby ensuring a Free and Appropriate Public Education. According to the National Collaborative on Workforce Development, "PLPs do not replace IEPs. PLPs can serve as a catalyst for collaboration among administrators and staff in career and technical education, special education, and school counseling and can be viewed as an additional document that can be used to improve and expand the sections of the IEP relating to transition planning." The PLP therefore, can be a tool that the IEP team can use to monitor student transition progress. Our differentiated instruction model facilitates FAPE because this form of instructional delivery provides a framework for implementing an IEP's academic modifications because all of Apprentice Academy's students are recipients of differential instruction. In a LearnNC article, Hobgood and Ormsby, suggest "the practice of differentiating instruction...a classroom where specialized instruction is the norm for all students...a model for instructional planning and delivery...is the most promising solution."

Progress Monitoring and Reporting: Apprentice Academy will implement a 4x4 block semester schedule which means in the case of IEP progress, parents will receive an IEP progress report at the third and 6th week of each

marking period. The 4x4 block has three, 30 day marking periods in both the fall semester and the spring semester. Parents will also be able to monitor their students weekly progress through access to PowerSchool. Families will be issued their PowerSchool logins and passwords during enrollment intake.

Related Services: Apprentice Academy plans to contract for related services such as speech-language, occupational therapy, and physical therapy with a company that has a proven track record and extensive experience with providing EC services to charter schools.

## **Student Performance Standards**

1. *Describe the student performance standards for the school as a whole.*
2. *Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*
3. *Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.*
4. *Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

As cited in the beginning of this application, Apprentice Academy will adhere to the Southern Regional Education Boards (SREB) High Schools That Work (HSTW) approach to establishing a successful high school. This approach to preparing students for careers and/or college includes but is not limited to "aligning instruction with grade-level college- and career-readiness standards" as well as "using instructional time to meet student's unique needs." With this in mind, the performance standards Apprentice Academy students are expected to meet are:

Goal: Apprentice Academy will meet EVAAS growth in year 1, 2 and 3 and exceed growth in year 4, 5 and forward.

Students will be assessed during the enrollment intake process using AimsWeb (or similar program) to determine reading and math levels. This assessment data is used to determine an individual student's needs in fundamental math and language arts areas. Students are re-assessed twice during the year using AimsWeb to chart growth in reading and math.

The principal will share student progress with the School Improvement Team (SIT) and the Board of Directors. The SIT will then have the opportunity to make any recommendations to the principal and the full board. Once the board is notified, the principal will notify parents and students on the results in relation to our goal.

Math 1 and English II teachers will use individual student data from both the AimsWeb assessments and EOC benchmark assessments to modify strategies and adjust instruction to meet student need. Biology teachers will use both EOC benchmark data and individual student data from the READY Biology EOC



assessments to modify strategies and adjust instruction to meet student need.

Goal: Apprentice Academy grade 11 students will exceed an ACT composite score of 20.7 in year 2 (first grade 11 class).

The ACT is an exam that measures college readiness in English, math, reading, and science for students in grade 11. Students in grade 10 will take the PreACT. Content area teachers will be provided the PreACT results to modify strategies and adjust instruction to meet student need. The PreACT will be administered in early fall so grade 10 students and counselors can review the students schedule for possible course changes to help address gaps determined by PreACT results which are returned to the school within 5-10 days.

Policies and Standards for Promoting Students: Students who meet or exceed the state standard requirements, where they exist, and have met all of the course credit requirements will automatically be promoted to the next grade.

If a student is at risk of failing a course, the student's teacher will contact the parents as soon as possible. The teacher, parents, and counselor will review the students PLP and make modifications to the plan which may include a referral to the schools MTSS decision team. Students who fail the EOC but are still passing the course, the teacher in consultation with the parent may request to present a portfolio that demonstrates student course mastery to the principal through the EOC portfolio committee. Per state statute, the school principal has the authority to grade and classify.

If a student has either an IEP or a 504 plan, the decision to retain or promote that student will be made with the support of the EC staff and consideration will be given to the student's plan and accommodations. All of the school policies and procedures, including promotion and retention policies, will be available to parents and students in the student handbook and on the school website.

Exit standards will be based on Apprentice Academy's promotion standards, including attendance requirements. In addition to meeting those requirements, grade 12 students must complete the senior exit project. Students who are at-risk will receive accommodations per their PLPs and/or IEPs and 504 plans.

### **Student Conduct:**

*Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.*

*Be sure to include:*

- 1. Practices the school will use to promote effective discipline.*
- 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.*
- 3. An explanation of how the school will take into account the rights of students with disabilities in*

*regards to these actions that may or must lead to suspension and expulsion.*

4. *Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.*

To support and promote positive behavior, Apprentice Academy will employ preventative practices consistent with our three tiered MTSS use in determining educational needs and interventions. "Restorative Discipline (RD) is a whole school relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment" (The Institute for Restorative Justice). Apprentice Academy will have a RD decision team that will include a school administrator, a school counselor and a teacher (an EC teacher if student has an IEP or in process). The discipline team will work with all Tier 2 and Tier 3 issues as well as provide classroom management coaching to classroom teachers.

Tier 1 are schoolwide practices that are meant to reduce, prevent, and improve harmful behavior through modeling and instruction. Tier 1 practice is classroom-based where students and teachers are building relationships. Research shows that positive student-teacher relationships are the primary means of preventing disciplinary issues. Teacher are expected to build relationships by considering 1. How do I interact with my students? 2. What am I doing to make sure students feel welcome? and 3. What is the process for resolving conflict or disagreement in the classroom? Examples of Tier 1 behavior infractions include but are not limited to, using cell phones in class without teacher authorization, and personal grooming.

Tier 2 issues are those where students display behavioral issues that cannot be resolved in the classroom and the teacher needs assistance from the RD decision team. The decision teams actions at this level include conferencing and mediation as well as formal processes for restoration of relationships, to repair harm and prevent future incidents. Examples of Tier 2 behavior infractions include offensive language directed at staff and students and shoving/pushing peers.

Tier 3 behavioral issues require individualized interventions and support services likely to be long-term and ongoing for a small percentage of the school population (approx. 3% to 5%) who present significant and ongoing behavioral challenges that cannot be resolved using Tier 2 conflict resolution strategies. Tier 3 behavioral issues that result in suspensions requires the decision team to assist the injured parties with developing a reentry plan. Examples of Tier 3 behaviors include, but are not limited to, acts of intimidation towards any staff member or student i.e communicating threats and fighting.

Bullying is another example of Tier 3 and under North Carolina Law is "any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication that takes place on school property."

Dress Code: While on Apprentice Academy school grounds (including buses), students are expected to dress appropriately to maintain a safe and orderly learning environment. Examples of inappropriate dress are, bare shoulders/midriffs, navel-baring blouses and sleeveless shirts.

While at the worksite students are company employees and are therefore expected to abide by their companys dress code. In the case where businesses do not require a dress code, students will maintain the Apprentice Academy dress code because the worksite is considered an extension of the school and students are subject to its policies and procedures. The same holds at the community college campus. Dress code violations are considered a Tier 2 infraction.

**IV. GOVERNANCE and CAPACITY**

(No more than ten total pages in this section)

**NOTE:** Please answer all sections completely. Do not use "same as LEA" or "whatever the law states". Lack of proper documentation could deem the application incomplete.

**Governance:**

**Private Nonprofit Corporation:**

\*The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

*Name of Private Nonprofit:* Apprentice Academy HS of NC Inc.

*Mailing Address:* 8201 Willow Branch Drive

*City/State/Zip:* Waxhaw NC 28173

*Street Address:*

*Phone:* 704-607-5304

*Fax:*

*Name of registered agent and address:*

United States Corporation Agents, Inc.  
6135 Park Drive South, Suite 510  
Charlotte, NC 28210

*FEDERAL TAX ID:* 81-3688144

**Tax-Exempt Status 501 (c)(3)**

The private nonprofit listed as the responsible organization for the proposed charter school has received 501 (c)(3) status:

X Yes (copy of letter from federal government attached: Appendix D)

No

**NOTE:** If the non-profit organization has yet to obtain the 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

**Governance and Organizational Structure of Private Non-Profit Organization:**

The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

Please complete the table provided depicting the initial members of the nonprofit organization.

Board	Board	County/State	Current	Past or Present	Has any disciplinary
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Member Name	Title	of Residence	Occupation	Professional Licenses(s) Held	action been taken against any of these professional licenses?
Richard Giarla	Board Chair	UNION	Retired	None	N
Anna Blood	Vice Board Chair	UNION	Attorney	Attorney	N
Helen Gutshall	Board Treasurer	UNION	Accountant	None	N
Sanna Tucker	Board Secretary	UNION	Volunteer Coordinator	None	N
Yan Greben	Board Member	MECKLENBURG	IT		N
Natalie Rocco	Board Member	GASTON	Chef		N
Barry Ross	Board Member	UNION	School Administration	NC Principal's License	N

**Please provide the following in this location of the APPLICATION:**

1. *A description of the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.*

Governance of the school is the direct responsibility of the Apprentice Academy High School of North Carolina Board of Directors (BoD), whose paramount goal is the educational success of its students. The BoD will ultimately be responsible for all transactions of the charter school including financial management, personnel, academic program, and facilities. There is a goal of one Board member being a parent or guardian of an Academy student.

The BoD will provide direction via policies to the principal who will be responsible for the day-to-day operation of the school. The BoD will form work committees which, in cooperation with school administration, will set policies and develop programs and procedures that are in line with the school's mission and are designed to meet the school-wide performance goals. Each Board member will be expected to fully participate in the governance of Apprentice Academy. Each board member will sign a conflict of interest statement and a board commitment statement. Each board member will support the school by serving on at least one board committee, participating in school events, activities, and reviewing board materials. They will receive formal training regarding North Carolina charter related statutes, the Open Meetings law, State Board policies, and Office of Charter School directives, while acting in the best interest of the students and the school.

Barry Ross, the founder of Apprentice Academy, will roll off of the board to become the principal of the school. The principal and each board member will sign a conflict of interest statement. Upon approval of the school's charter, the principal will report directly to the BoD and is the direct supervisor of the school's faculty and staff.

If the founding principal's contract is not renewed or other circumstances require the hiring of a new principal, the personnel committee will be tasked with conducting an exhaustive search for a new school principal. The job opening will be posted for a minimum of 30 days on such websites as the NC DPI job site, National Association of Secondary Schools, K12 Job Spot, Ed Week, School Spring, and college and university placement centers. The committee will seek a candidate who, above all, will share the mission and the vision for the school. The personnel committee will also develop an evaluation process for the principal and submit to the full board for approval. Once the Board formally hires an administrator(s), the board will evaluate annually using the evaluation tools and processes that have been adopted by the board.

The principal is responsible for keeping the BoD informed of events and happenings in the school and making recommendations about daily operations for the school. The BoD is directly responsible for evaluating the principal. The principal is responsible for managing the school and staff and following the direction and policies of the BoD.

2. *Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.*

The Apprentice Academy BoD currently has 7 members. After enrollment starts, the goal is to add one parent to the board to support the parental partnership. Each board member has knowledge and experience that will be beneficial to the governance and long term success of the school. The founding board includes community members with expertise in school leadership, finance, accounting, business, technology, and community organizing. The board is diverse with ages from the mid 20s to mid 60s, with gender and with ethnicity. Most importantly, all of the board members share a passion and devotion to Apprentice Academy's mission.

Two founding board members, Sanna Tucker and Yan Greben are immigrants from European countries with long histories of high school apprenticeship programs. Board Chair, Richard Giarla, is a retired businessman with extensive experience working in youth sports at all levels in multiple sports including time spent in various leadership and fundraising roles. Vice Chair, Anna Blood is an attorney with a private practice. She has done extensive pro-bono work with juvenile offenders, and is passionate about educating young people with the skills for high paying jobs. Natalie Rocco is an electrical engineer and a restaurateur who is passionate about teaching young people the technical skills for both STEM and culinary arts. Helen Gutshall has many years experience in corporate accounting and finance in the manufacturing industry as well as experience leading a high school band booster club. Barry Ross, founder of Apprentice Academy, is an experienced high school administrator and retired U.S. Army officer.

To ensure the academic and operational success of the school, the BoD will work together to make organizational and policy decisions. The BoD will be

ultimately responsible for all operations of the charter school, but will delegate the day to day operations to the principal. To ensure that the best possible decisions are made, the board will participate in continuing board development and use proven best practices. The board will gather information from a variety of sources including the School Improvement Team, administration, and surveys of parents, students, and staff. The board will receive monthly reports from the principal and the board committees that will keep them informed about all areas of school performance and will be used to help them make decisions.

The principal and assistant principals will be evaluated using the NC Executive Principal and Assistant Evaluation process for the first three years of the schools operation. Beginning year four the BoD can investigate other evaluation options. The principals contract and compensation will at least be based in part on the summative instrument, including annual raises and bonuses, if funds are available.

Parents, staff, and students will have a variety of avenues to be active participants in the decision making process. There will be a public comment period at every regular board meeting and stakeholders will serve on board committees, and the SIT. There will be a culture of trust and transparency. Stakeholders will sense ownership in the school.

All stakeholders will be invested because they made a choice to, the key component of a charter school. We expect all the stakeholders to give 100% and to increase their respective individual efforts to make Apprentice Academy as a whole, to be an educational and operational success.

- 3. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?*

Members of the board were recruited by the founder. The founder and the other members share a similar educational and social philosophy. The premise for this philosophy is that not all students have a need or desire to attend a four year university, as some high school aged students are currently interested in building the skills needed for career placement immediately after high school. All the other board members are community members who heard about the mission of Apprentice Academy and reached out to Mr. Ross. After learning more, they expressed an interest in joining the board.

Under ordinary circumstances, board members will be asked to provide the Board with a minimum of three months notice of their intent to step down at the end of their term of office. The BoD needs this time to replace the current member with a similar skill set which may require a search if such a candidate is not in the pool. A BoD candidate database will be maintained by the Board Secretary. Should a vacancy exist, the database is the first recruitment resource. If there are no eligible or willing candidates in the database, the BoD will form a committee to recruit members.

- 4. Outline below the strategic board calendar detailing how often the board will meet according to the bylaws established.*

The board will meet monthly, at least ten months per year. The annual planning meeting will be in each June before the opening of school. The

board will meet monthly throughout the application process and ready to open process.

- 5. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.*

New board members will be required to participate in the board's Orientation Plan. Key points of the plan include a primer on Robert's Rules of Order parliamentary procedures, the school's charter contract, recent board minutes, pertinent NC statutory matters regarding the board's authority to oversee a chartered public school and its funds, roles and responsibilities, including the school's principal, board policies, budget, open meetings law, charter law, and public records law. Members will attend at least one school community event and observe a classroom. Board members will be expected to participate in ongoing board development. The board may use a combination of training provided by the Office of Charter Schools, professional development coaches, and annual board retreats. A specific requirement for hours of board development for each board member will be laid out and agreed to in the Board Commitment Letter that each board member will sign.

- 6. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.*

Apprentice Academy board members have a fiduciary responsibility to the school, the state board of education, and the public. The members avoid or disclose conflicts of interest, and act in an ethical manner that credits the board, the school, and the staff. Each board member will be required to sign a conflict of interest statement and annually disclose any conflicts or potential conflicts of interest.

When a conflict of interest occurs or may even appear to occur, the affected board member should advise the board before any vote or even discussion of the issue. Also, other board members have the obligation to bring before the board any potential conflicts even if the issue involves another board member. If, in the board's opinion a conflict exists, then the member affected shall not participate in any discussion or vote on the matter in question.

We define a conflict of interest as a condition that exists when circumstances create, or are perceived to create, a risk that judgment or be unduly influenced by a secondary interest of that person or entity. Interests may be pecuniary, professional, personal, or any interest that affects judgment or action.

To avoid conflicts and to mitigate conflicts the board will ensure that its policies and decisions do not enhance the possibilities of conflicts. We will recognize the items in our charter contract and state law involving board relationships, nepotism, and those staffing relationships. We'll also work closely with our accountants and auditors to maintain internal controls and policies reflecting best practices in this area.

- 7. Explain the decision-making processes the board will use to develop school policies.*



The Apprentice Academy board will use a variety of information to aid the decision making process and policy development. New board policies, or revisions of existing policies will start in the appropriate board committee. If the policy does not originate in the governance committee, then the committee recommendation will then go to the governance committee. The governance committee will make a recommendation to the full board about whether a new policy is needed and what it should contain.

In making decisions, the board may consider recommendations from the administration, parents, School Improvement Team, and board committees. Because important stakeholders are involved with all of these bodies, the board will effectively be getting input from all of the stakeholders. The board may also look at data including test scores, survey results, student performance statistics, community service performed, suspension rates, and reportable incident rates.

Before being finalized and implemented, new board policies will be made public and the board will solicit input from parents and staff. The board will carefully consider any input received before voting on any new policies.

Lastly, the board will encourage a board (and school) culture that allows for missteps. We believe that only by taking chances can one take larger and bolder strides, thus moving more efficiently. Board members will be encouraged to suggest creative ideas, vote independently, and be comfortable with board decisions that may not be unanimous or in their favor. This will make a healthier board and public charter school.

*8. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.*

From time to time and as needed, the board will seek guidance from advisory committees as one means of involving and gathering input from members of the charter school community. The purpose of all advisory committees is to provide advice to the BoD by conducting studies, identifying problems, and developing options and recommendations that enhance the decision-making process of the board. The authority to make decisions, issue contracts, obligate school funds, and other pertinent school matters continues to reside in the powers and duties of the BoD as authorized by North Carolina statute.

The BoD as a whole shall determine the need for advisory committees. The board shall determine need and establish the advisory committee, clarify the reason and charge for advisory committee, determine the size and composition of the advisory committee, designate the interval at which it will receive reports, provide guidelines regarding encumbrance/expenditure of funds, decision-making, timelines, report requirements, etc., clarify need for support, e.g. space to meet, postage, reference materials.

The advisory committee's chairperson shall establish schedule of meetings, providing advance notice of meeting times to the board for posting purposes, keep minutes of meetings, seek clarification from the Board as a whole

whenever role or responsibility is unclear to self or others or whenever an opinion or decision of the board is needed, ensure no opinion, decision, or commitment on behalf of the board is given unless specifically authorized to do so by the Board as a whole, ensure any announcement or press release is cleared with the Board Chair or his/her designee, prepare a task-completion report or year-end report to submit to the charter school board.

Advisory committees appointed to accomplish a specific goal shall be dissolved upon accomplishment of the goal, advisory committees appointed for the school year shall be dissolved at the close of school in the school year in which they are established, advisory committees may be dissolved or extended at any time by majority vote of the Board. If requested, the dissolving advisory committee will provide a summary of activities or any other requested report for the board. The Board Chair, school principal, technical advisers to the board and ex-officio members of all advisory committees of the board are non-voting.

Any board member may attend and participate in the discussion any meeting of an advisory committee, whether said member is appointed or not; however, only the appointed committee members shall have the right to vote on committee consensus decisions. All advisory committee meetings shall be open to the public. Finally, the Board Chair, in consultation with the whole board, will select members of advisory committees.

*9. Discuss the school's grievance process for parents and staff members.*

The staff grievance process begins when the staff member brings up any problems with his or her immediate supervisor. If the issue is not resolved, the staff member will then outline the problem in writing and submit it to the principal. If the principal does not resolve the issue to the staff member's satisfaction, an appeal can be made in writing to request a hearing before the BoD.

The grievance process for parents is similar, and will be outlined in the student handbook. The parent must first take the issue to the staff member with whom the parent or student has an issue. If the issue is not resolved, a formal, written grievance may be submitted to the principal. If the principal is not able to resolve the issue, the parent may request in writing, a hearing before the BoD. At the hearing, the parent and/ or his or her representative will be given a chance to present the grievance.

Governance and Organizational Structure of Private Non-Profit Organization (continued)

Include in the Appendices:

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix E)
2. A one-page resume from each founding board member and responses to the questions found

on the Charter School Board Member Form (Appendix F).

3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix G).
4. A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix H)

**Proposed Management Organization (Educational Management Organization or Charter Management Organization)**

*If the proposed school does not intend to contract with an education service provider, mark "Not Applicable" and follow the direction #3 in the Application Specifications.*

**X Not Applicable**

**Private School Conversions:** *complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.*

**X Not Applicable**

**Charter School Replication:** *complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.*

**X Not Applicable**

**Projected Staff:**

Outline below, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings and align with the proposed budget.

- Principal
- Business Manager
- Clerical
- CTE Coordinator
- Classroom Teachers
- EC Teacher
- Counselor

**Staffing Plans, Hiring, and Management**

Include the following information for the proposed charter school:

1. *Explain the board's strategy for recruiting and retaining high-performing teachers.*

The Apprentice Academy principal will advertise for open positions through a variety of resources including the school website, the NC DPI job board, social media, local newspapers, and college and university placement centers. After a thorough investigation of qualified candidates to fill vacant positions, the Apprentice Academy principal will make a hiring recommendation to the BoD. The schools teachers will be professional, high performing teachers who have a strong belief in our mission. We will have a mentoring process that will allow experienced teachers to guide and mentor

new teachers. Apprentice Academy will offer an administrative team that supports the teacher in his or her pursuit of a safe and orderly environment. We will survey the staff at least once per year and use data from the survey to inform decisions. Teachers will be given a voice as stakeholders by having representatives on the School Improvement Team (SIT) and the Restorative Discipline Team (RD). The principal and the board personnel committee will develop a clear, consistent rubric that will be used to make salary and bonus decisions and Apprentice Academy will have a variety of high-quality and relevant professional development opportunities. As the school's revenue sources grow in sync with its physical growth, the board and the principal will develop a plan to use incentives such as increased starting pay, bonuses and other material and educational rewards to recruit highly qualified and talented staff.

*2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board.*

The employees of Apprentice Academy will be employees of the board of directors. The board will hire and directly supervise the principal who will, with the help of other administrators when appropriate, directly supervise the other staff members. The board will approve all hires, position changes, terminations, staff policies, and staff procedures.

*4. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.*

Apprentice Academy will use a variety of methods to attract interested, qualified candidates; including but not limited to: open house format, word of mouth, and directly contacting distinguished teachers that would be a good fit. Once potential candidates are identified, the principal and the principals hiring committee comprised of an administrator and one or more teachers, will further vet the candidates and conduct interviews. Once the hiring committee has decided on qualified candidates for open positions, the principal will make a hiring recommendation to the board of directors for approval. Upon approval of the board of directors, new hires will undergo a criminal background check. No candidate will be offered an unconditional offer of employment without passing a criminal background check.

The principal will be the direct supervisor of the staff. In that role, it will be his or her responsibility to notice any deficiencies in staff performance. Except for the most egregious offenses, the principal will use available resources at his or her disposal to remediate and develop the staff member so that expectations are met. Forms of development can range from small corrections to formal action plans for improvement. Plans of improvement will include clear performance expectations, support that the staff member will be offered to meet those expectations, and a reasonable, definitive time frame for meeting those expectations. If, after being on a formal action plan, the employee has still not demonstrated the expected improvement in performance, the principal may recommend the employee to the board for termination. The final decision to terminate an employee will belong to the board of directors. If an employee feels as though he or she

has been wrongly terminated he or she may follow the formal grievance policy.

*5. Outline the school's proposed salary range and employment benefits for all levels of employment.*

Licensed employees of Apprentice Academy will be paid on a 10 month calendar. Exempt staff members, including the principal are paid on a 12 month calendar. Nonexempt hourly employees are paid based on the number of hours actually worked. The principal will be paid \$75,000 in year one and licensed employees will be paid on annual salary scale of \$35,000 to \$43,500. Hourly employees will be paid on a scale appropriate to their position. Full time employees will receive benefit options including an employer retirement contribution, medical, dental and life Insurance.

*6. Provide the procedures for employee grievance and/or termination.*

The employee grievance policy will offer employees a process for resolving situations in which they feel they have been wronged, including wrongful termination. The first step in the grievance process is for the employee to speak to his or her immediate supervisor about the problem. If the issue is not resolved to the employee's satisfaction, a written grievance may be submitted to the principal. If the principal does not resolve the issue, the grievance will be submitted to the board in writing for a hearing before the full Board of Directors.

The principal, as the direct supervisor of the employees, will have the responsibility to evaluate and develop employees. If, after an appropriate attempt to develop the staff member, including the action plan outlined above, the principal decides that the staff member is not a good fit for Apprentice Academy, he or she may make a recommendation to the board for termination. The final decision to terminate an employee will rest with the board.

*7. Identify any positions that will have dual responsibilities (within or without the organization) and the funding source for each position.*

1. Principal/Special Needs and 504 Administrator
2. Guidance Counselor/Testing Coordinator

Any employees with dual roles and responsibilities will be funded completely out of the general operating budget. These positions will be filled as individual needs as future growth in revenues permit.

*8. Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.*

The special needs population, including ELL students, has been estimated based on the experience of other similar charter schools and staffing for the anticipated EC population is provided for in the budget. Apprentice Academy has budgeted for 1 EC teacher starting in the first year. With an initial enrollment of 225 and estimating a 12% EC population, the school expects approximately 27 EC students. Some EC services, such as speech therapy, occupational therapy, and psychological services will be contracted out to qualified professionals. The Academy's budget reflects estimates for those services based on the same projected 12% EC population. The process for hiring qualified EC staff is the same that will be followed for hiring other staff members.

*9. Provide a narrative detailing the roles and responsibilities, qualifications and appropriate*

*licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).*

Principal: The principal will be responsible for overseeing the day to day operations of the school. He or she will implement the policies approved by the board of directors and will, at the direction of the board, supervise the school staff and ensure the school's compliance with all applicable laws, SBE policies, and testing procedures. The principal must be committed to the mission of the school and willing to work collaboratively to achieve the school-wide goals as set out in the application and the school improvement plan. Professional education experience and a master's degree in school administration is preferred.

Business Manager: The business manager will report to the principal and is responsible for facility operations, logistical operations, student enrollment activities and PowerSchool data management. The business manager must be committed to the mission of the school and willing and able to work collaboratively to achieve the school-wide goals. Professional education experience and a relevant advanced degree is preferred.

Administrative Assistant: The administrative assistant will manage front office activities, correspondence and support the secretary of the board. He or she will have an associates degree and/or experience as a school secretary or office manager.

Teachers: Teachers will be responsible for teaching the subject matter, maintaining a safe and orderly learning environment, working collaboratively to further the mission and goals of the school, maintaining accurate records, and contributing to Apprentice Academy's community. All teachers must have a complete understanding of the subject matter, and a bachelor's degree. Teachers must have the ability to become highly qualified in their subject area. Licensed teachers are preferred.

EC Teachers: EC Teachers will be responsible for developing and implementing IEPs, maintaining safe and orderly learning environment, working collaboratively to further the mission and goals of the school, maintaining accurate records, and contributing to Apprentice Academy's community. All EC Teachers must comply with state and federal laws. All teachers must have a complete understanding of the subject matter, and a bachelor's degree. Licensed EC Teachers are required.

## **Staff Evaluation and Professional Development**

- 1. Identify the positions responsible for maintaining teacher licensure requirements and professional development.*

The principal is responsible for ensuring that staff meets licensure requirements and professional development.

- 2. Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

The principal will be responsible for the professional development of all

the staff, serving in effect as a mentor to all teachers and staff. Additionally, new teachers will be assigned experienced teachers to serve as mentors. Observations will be conducted in several different ways. The principal (or his designee) will conduct formal classroom observations at least once per quarter. These observations will be followed up with feedback in a post-observation meeting with the administrator. Additionally, an administrator will conduct informal walk-throughs at least twice per quarter. The principal will provide feedback from these informal observations in the form of a walk-through form that will be given to the teacher after the visit. For new teachers, mentors will also observe and provide feedback and support on a quarterly basis.

Retaining high quality teachers will be a priority for the administration and the board. Teachers will be surveyed once or twice per year. The survey results will be reported to the BoD and will help inform the decisions that are made for the school's hiring committee, and various board committees. Teachers will be evaluated using the NC Teacher Evaluation process for the first three years of the schools operation. Beginning year four Apprentice Academy can investigate other teacher evaluation options. The NC Teacher Evaluation summative instrument will be a part of the process used to determine annual raises and bonuses, if funds are available.

- 3. Describe the core components of professional development plan and how these components will support effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.*

Apprentice Academy Professional Development will be aligned with our school's belief in authentic learning for students in a structured trade training-centric environment. The staff development plan consists of three distinct kinds of development:

**Formal:** The formal, staff-wide development will be delivered both internally and externally, sometimes by an administrator and sometimes by someone brought in with expertise on a specific topic. Formal development will include most of the before school professional development days and follow-up training will also occur during many teacher work days and monthly staff meetings.

**Individual:** Individual professional development includes external, subject specific training. For beginning teachers, mentors will provide valuable development in the form of frequent feedback and support. Instructional observations, coupled with feedback from the principal and other administrators will provide further valuable professional development for the staff. The principal will coordinate for individual teacher support, coaching, modeling, and other assistance.

**Small Group:** Teachers will be expected to meet in small groups weekly. These professional Learning Communities will serve as another way for teachers to evaluate their lessons, plans, and instruction. New teachers will also participate in new teacher training in the form of monthly small groups where they will receive training and support to help them develop and grow into effective, experienced educators.

- 4. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will*

*be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.*

The principal will be responsible for planning the professional development of the staff. Prior to school Professional Development for Apprentice Academy staff and administration occurs in two phases. Phase one begins in mid-July, 2018 for teachers and administrators and is reflected on the calendar.. The seven day staff development will be delivered off-site by Summit Learning. This professional development is not budgeted because all travel and expenses are paid for by Summit Learning, meaning no costs will be absorbed by the school. The first three days of training is for school administration only. The remaining four days are for both teachers and school administration. Phase two of before school training are the five full days the week before school starts and is reflected in the school calendar. Three of those days will be dedicated to differentiated instruction, blended learning and MTSS. The other two days will cover other topics including principals expectation, staff trust and relationship building ,staff handbook, student handbook (expectations, etc), emergency handbooks (fire-drill, school intruder, severe weather, etc.) and teacher evaluation model. Topics from the days before school starts will be revisited periodically throughout the year on teacher workdays and during monthly staff meetings. This includes follow-up training provided through a Summit Learning assigned mentor. This training will be conducted both virtually and face-to-face. Teachers will also have access to Summit Learnings social media groups for interaction between teacher users around the country.

5. *Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.*

Professional development is scheduled throughout the year, indicated as teacher work days on the school calendar. During those days, at the discretion of the principal, topics from the initial pre-opening days will be revisited in more depth. Additional topics may be covered as needed. Additional professional development will also take place at monthly staff meetings and at monthly beginning teacher training meetings. The principal will work with the School Improvement Team (after first year) to design and implement a coherent professional development plan within the framework outlined in this application.

### **Enrollment and Marketing:**

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.218.45(a-i) carefully.

### **Marketing Plan**

*Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflects*



*the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).*

Apprentice Academy will market the school in a variety of ways with the intention of allowing as many people as possible the opportunity to apply for enrollment in the school.

**Parent Interest Meetings:** Apprentice Academy will hold multiple parent interest meetings from the time the school is approved through the fall of the first year. The school plans to team up with local businesses to host these public meetings. The Academy plans to have meetings throughout Union County and southern Mecklenburg County. Meetings will be advertised through social media, local media outlets such as the Union County Weekly, flyers distributed to day care centers, houses of worship, community centers, and athletic venues.

**Community Events:** Representatives from the school will attend community-wide events to promote the opening of the school, such as Lake Park Fall Festival. At these events, the board and volunteers will hand out flyers and letters of intent. This will help the school get an estimate of enrollment numbers and seek out business partners for the school. The Academy has been collecting the emails of interested community members, business owners, parents, and teachers to start building a communications list. This list will be used to notify those interested of upcoming events.

**Advertising:** The Academy will advertise its open enrollment period in local media, including newspapers, and online to give as many people as possible an opportunity to apply before the lottery is held.

### **Parent and Community Involvement**

- 1. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*
- 2. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

Apprentice Academy's primary means of communicating, initially, will be through our website ([www.aahsnc.org](http://www.aahsnc.org)) and Facebook. Apprentice Academy will also hold community meetings, attend community-wide events, and speak to local clubs, churches, and other civic organizations. As soon as the open enrollment period is over and a lottery is held, if necessary, Apprentice Academy will be able to engage the parents of enrolled students for the first time. Parent meetings and social events will be held; Apprentice Academy will assist in the formation of a PTO/ booster club with active committees that will be a significant help with the opening of the school.

Once the school is open and operating, Apprentice Academy will seek out community leaders, business owners, and other members to come speak. This community interaction will be through our focus on citizenship. We intend to foster and maintain our relationships to seek new opportunities for Apprentice Academy to grow in the community. Students will also spend time engaging the community through apprenticeships and project-based learning.

## **Admissions Policy**

Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. \*Please be advised schools cannot accept applications until after final approval from the SBE.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

1. The open enrollment period will begin with a date set and announced in advance, as soon as the BoD has notification that the charter has been approved. The open enrollment period will begin as soon as possible after approval of the charter, and will last for a minimum 60 days. Before final charter approval, interested parents may fill out a letter of interest. Everyone who submits a letter of interest will be contacted and informed about how to apply as soon as final approval is granted. To apply to Apprentice Academy, parents must fill out an application and mail it or hand deliver it to the school's temporary office. There will also be an option to fill out an online application. To be included in the lottery, applications must be in the office by 5 pm on a date to be determined and publicized as soon as the charter is approved.

2. If a lottery is necessary, it will be held in a public place and announced on the schools website and Facebook page. All of the names for the lottery will be written on cards and drawn at random. After all of the names have been drawn to fill the available spots, the rest of the names will be drawn and placed on a numbered waiting list. Families need not be present at the lottery to accept enrollment. Families will be notified in writing whether they were drawn in the lottery and will be offered a spot for enrollment or where they were placed on the waiting list. Enrollment paperwork will be sent to students who secure a spot in the lottery process.

Apprentice Academy will give preference in the lottery to:

- students of full-time staff
- students of board members

For siblings, multiple birth and otherwise, Apprentice Academy will enter one card in the lottery with the names of all of the siblings on it. If the family card is drawn in the lottery, Apprentice Academy will offer enrollment to all of the siblings on the card. Following that procedure should ensure that siblings will be able to stay together and all attend Apprentice Academy. After the first year, siblings of students who were enrolled at the school the previous year will also get enrollment preference.

3. If a spot opens, the first student from the waiting list will be offered the spot the end of the semester's first marking period.. Families will be

offered information and a reasonable amount of time to make the decision to accept or decline the spot. If the family chooses to decline the offer of enrollment, the next student on the waiting list will be offered a chance to enroll. If a student wishes to withdraw from Apprentice Academy, they will be asked to do so in writing. The parents will fill out a form that asks them to list the reason for the withdrawal. If the reason for the withdrawal is transportation the principal will ask to meet with them to formulate a personal transportation plan so that the student can remain at Apprentice Academy. The school will have no preference for previously enrolled students. If a student wants to transfer to another school, he or she will first have to be withdrawn from Apprentice Academy, using the procedure outlined above.

4. Students withdrawing from the school will be asked to do so in writing. The withdrawal form will include the reason for the withdrawal and the school to which the student will be transferring

### **Weighted Lottery**

*Does your school plan to use a weighted lottery?*

Yes:

No: X

*The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:*

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones.*
- 3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.*

*If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:*

- 1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.*
- 2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*
- 3. The underlying research, pedagogical, educational, psychometric and legal, that supports the*

*request and the procedures the applicant is requesting.*

**PROJECTED ENROLLMENT 2018-19 through 2022-2023**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Union County Public Schools  
 LEA #2 Charlotte-Mecklenburg Schools  
 LEA #3

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page.

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 900	LEA 600	LEA 000	LEA 900	LEA 600	LEA 000	LEA 900	LEA 600	LEA 000	LEA 900	LEA 600	LEA 000	LEA 900	LEA 600	LEA 000
Grade 09	125	25	0	125	25	0	125	25	0	125	25	0	125	25	0
Grade 10	63	12	0	125	25	0	125	25	0	125	25	0	125	25	0
Grade 11	0	0	0	63	12	0	125	25	0	125	25	0	125	25	0
Grade 12	0	0	0	0	0	0	63	12	0	125	25	0	125	25	0
	188	37		313	62		438	87		500	100		500	100	

## V. OPERATIONS

### **Transportation Plan:**

*Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the Mission, identified need for the charter school, targeted student population, and the budget proposal.*

The Apprentice Academy BoD anticipates three student transportation options. Like any high school, Apprentice Academy anticipates a significant number of its students to self-drive to school upon receiving their NC drivers license. With this in mind, the Apprentice Academy BoD has leased a facility with a sufficient number of parking spaces for both staff and students. All eligible student drivers and their parents will be required to sign the schools student parking privileges document with parking privilege payment.

For those students who may need school provided transportation, the Apprentice Academy BoD is considering two options to provide bus service. Option one calls for completely outsourcing transportation to a third party vendor. Transportation companies such as Charter School Bus & Transportation Company could provide us two daily runs. We estimate that we would require one bus costing \$45,000 for the school year. This estimate is all inclusive meaning the cost of the driver, fuel and mileage. Maintenance for the bus rests with the vendor.

The other option is the purchase of school buses. The Board has contacted three major national bus companies for options. The state of NC provides an opportunity to purchase used school buses, but these buses are high in both mileage and serviceability. Consequently, although the initial price for these buses may seem inexpensive, the potential costs related to frequent breakdowns and excessive maintenance costs render this option as not financially feasible. The BoD believes electing to choose newer model, low mileage and low maintenance buses is a better choice. Our research indicates we can buy buses using bonding or bank credit at very favorable rates. These options also include the ability to defer monthly payments for one year.

This option will provide the board significant time for fundraising and grant writing (including the states newly enacted transportation grant, if eligible) to pay for the purchase without having to make payments on the buses for one year.

### **School Lunch Plan:**

*Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.*

Students at Apprentice Academy will have several options when it comes to lunch at school.

1. Students may bring lunch from home. Milk will be available for purchase or possibly free.

2. On selected days, students may purchase lunch through an outside vendor. The cost of these lunches will have a small profit built in that will be used to help pay for the lunches of the students who cannot afford to purchase one.

3. Cold lunches will be available for students who forget their lunch. A small profit will be built into the cost of these lunches that will be billed to the parents. This markup will be used to help pay for the lunches of the students who cannot afford to purchase one.

4. For students who qualify for free and reduced lunch, Apprentice Academy will provide a lunch. On days when vendor lunches are available, Apprentice Academy will provide those students on free or reduced lunch with a meal from that vendor. On days when vendor lunches are not available, Apprentice Academy will provide a cold meal to students on free or reduced lunch.

5. Apprentice Academy has budgeted \$40,000 for meals in its opening year. In that calculation we estimated for 30% of our student population qualifying for free/reduced lunch at a cost of at a cost of \$3, given a negotiated pricing menu or volume discounts on purchased foods and beverages. To be conservative, this \$40,000 would assume there was no profit in the meals mentioned in 2 and 3 above.

6. We will review our meal process and procedures at the end of each school month and make data driven adjustments accordingly. We will also continue to investigate the feasibility of entering the federal government's free/reduced lunch program for year 2 and beyond after studying our data. We will add profits, if any, received from meal sales back into the school's general budget in accordance with state accounting procedures.

**Civil Liability and Insurance (GS 115C-218.20):**

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
7. Workers' compensation: as specified by Chapter 97 of the General Statutes.

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$1,407.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$3,057.00
Property Insurance	\$250,000		\$450.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00

Other	\$1,000,000	\$6,070.00
Total Cost		\$11,497.00

\*The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.

### **Health and Safety Requirements:**

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C218.75.

We, the Board members at (Charter School Name) will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

barryrossnc01                      09/17/2017

(Board Chair Signature)

(Date)

### **Facility:**

*Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.*

What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy.

Our board has found, negotiated, and leased 20,160 square feet of a building located at 3000 Tilley Morris Rd. in Union County. The space represents the second floor of a 52,000 square foot building currently occupied by a seminary. National Heritage Academies (NHA) leased this same space for the first half of the 2016-17 school year because it could not get in its Matthews Charter Academy facility. The lease calls for a monthly rental of \$30,000 but the landlord understands the state funding and is willing to defer two months initial rent. The budget calls for a total lease cost in year 1 of \$300,000.

The initial facilities described above will be leased with consideration of purchasing it or another building between years 3 and 10 as the Academy builds a surplus to provide equity for financing. More information about the facility is included in the Appendices in Exhibit A2, Acceleration Evidence.

The facility will be in compliance with all necessary health and safety requirements required as well as any steps necessary to obtain the Educational Certificate of Occupancy, which was obtained by NHA August 6, 2016.



*What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.*

The leased space cost is \$17.85 per foot and is comparable to other office and special facilities cost in the school location.

**Facility Contingency Plan:** *Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.*

The Academy board will identify sites that can be used with limited modifications for a period of sixth months to two years in the event that the leased space is not ready or available in time for a 2018 opening.

We have investigated and expressed interest in a 26 acre parcel of land in Monroe. It is for sale at \$30,000 an acre and has utilities and is flat suggesting savings in site work. A developer has expressed interest in funding the purchase of the raw land for the Academy.

We have looked into the cost of new or used modulars. Providence Day School has 25 modular classrooms that have been offered to us and we've estimated, by our architects site inspection and talks with the school, that the units would not be subject to re-permitting by the state but still require extensive work to disassemble in Charlotte and reassemble at the Monroe site.

The Academy board will also identify other sites that can be used temporarily, for a period of two to eight weeks, in the event that a permanent site has been identified but is not ready in time for a 2018 opening. One of these back-up sites will allow us additional time to complete any necessary modifications to the permanent site. Examples of a suitable site for up to 8 weeks are churches, community centers, and movie theaters.

Modular classrooms ("Educational Cottages") by companies such as Mobile Modular and Vanguard have units already approved for educational units and available quickly for as little as one month.

Any modifications of the programs will depend on the site that is ultimately used. The most likely scenario is that PE will have to be modified if the contingency facility does not have a gym. The Academy will be looking for a facility with 2 administrative offices, parking for at least 90 cars and 12 classrooms.

## VI. FINANCIAL PLAN

In the following sections present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income.

### **Budget: Revenue Projections from each LEA 2018-19**

**SHOW  
CALCULATIONS  
FOR FIGURING  
STATE  
AND LOCAL  
DOLLARS  
FOR THE  
PROPOSED  
CHARTER  
SCHOOL**

*Refer to the  
Resource Manual  
Finance Section  
for guidance on  
estimated funding  
amounts*

**State Funds:** Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1<sup>st</sup> month average daily membership.

- In year 1 – Base state allotments are determined by the LEA in which the student resides
- In year 2 and beyond- Base State allotments are determined by the LEA in which the school is located.

**Local Funds:** Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

**Federal Funds:** Charter schools must qualify and apply for the individual federal grants based on their population of students.

**REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS**

**LEA #1900 - Union County Public Schools**

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$4,998.82	188	\$939,778.16
Local Funds	\$2,144.00	188	\$403,072.00
Federal EC Funds	\$4,253.55	23	\$97,831.65
<b>Totals</b>			\$1,440,681.81

**LEA #2600 - Charlotte-Mecklenburg Schools**

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$4,992.65	37	\$184,728.05
Local Funds	\$2,526.27	37	\$93,471.99
Federal EC Funds	\$4,253.55	4	\$17,014.20
<b>Totals</b>			\$295,214.24

**Total Budget: Revenue Projections 2018-19 through 2022-2023**

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
-State ADM Funds	\$1,124,506	\$1,866,678	\$2,613,352	\$2,979,221	\$2,979,221
-Local Per Pupil Funds	\$496,544	\$824,263	\$1,153,968	\$1,315,523	\$1,315,523
-Exceptional Children Federal Funds	\$114,846	\$190,644	\$255,902	\$304,268	\$304,268
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	\$1,735,896	\$2,881,585	\$4,023,222	\$4,599,012	\$4,599,012

**\*If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

**Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix J.**

**Personnel Budget: Expenditure Projections 2018-19 through 2022-2023**

*The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.*

BUDGET EXPENDITURE PROJECTIONS Personnel	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Principal	1	\$75,000	\$75,000	1	\$80,000	\$80,000	1	\$84,000	\$84,000	1	\$88,000	\$88,000	1	\$90,000	\$90,000
Assistant Principal	0	\$0	\$0	1	\$55,000	\$55,000	1	\$57,000	\$57,000	2	\$59,000	\$118,000	2	\$61,000	\$122,000
Business Manager	1	\$50,000	\$50,000	1	\$52,000	\$52,000	1	\$54,000	\$54,000	1	\$56,000	\$56,000	1	\$58,000	\$58,000
C T E Coordinator	1	\$40,000	\$40,000	1	\$42,000	\$42,000	1	\$44,000	\$44,000	1	\$46,000	\$46,000	1	\$48,000	\$48,000
Counselor	1	\$43,500	\$43,500	2	\$45,500	\$91,000	2	\$47,500	\$95,000	2	\$49,500	\$99,000	2	\$51,500	\$103,000
Clerical	1	\$35,000	\$35,000	1	\$36,500	\$36,500	2	\$38,000	\$76,000	2	\$40,000	\$80,000	2	\$42,000	\$84,000
A - Total Admin and Support:	5		\$243,500	7		\$356,500	8		\$410,000	9		\$487,000	9		\$505,000
Instructional Personnel:															
Classroom Teachers	9	\$43,500	\$391,500	13	\$45,500	\$591,500	17	\$47,500	\$807,500	22	\$49,500	\$1,089,000	22	\$51,500	\$1,133,000
Exceptional Children Teacher(s)	1.5	\$43,500	\$65,250	2	\$45,500	\$91,000	2	\$47,500	\$95,000	3	\$49,500	\$148,500	3	\$51,500	\$154,500
B - Total Instructional Personnel:	10.5		\$456,750	15		\$682,500	19		\$902,500	25		\$1,237,500	25		\$1,287,500
A+B = C - Total Admin, Support and Instructional Personnel:	15.5		\$700,250	22		\$1,039,000	27		\$1,312,500	34		\$1,724,500	34		\$1,792,500
Administrative & Support Benefits															
Health Insurance	5	\$4,700	\$23,500	7	\$4,900	\$34,300	8	\$5,100	\$40,800	9	\$5,300	\$47,700	9	\$5,500	\$49,500

401k & Profit Sharing Plan	5	\$2,700	\$13,500	7	\$2,800	\$19,600	8	\$2,900	\$23,200	9	\$2,900	\$26,100	9	\$3,000	\$27,000
Life Insurance & Disability	5	\$1,500	\$7,500	7	\$1,700	\$11,900	8	\$1,850	\$14,800	9	\$1,950	\$17,550	9	\$2,100	\$18,900
Medicare & Social Security	5	\$3,725	\$18,625	7	\$3,725	\$26,075	8	\$3,725	\$29,800	9	\$3,725	\$33,525	9	\$3,725	\$33,525
D - Total Admin and Support Benefits:	20		\$63,125	28		\$91,875	32		\$108,600	36		\$124,875	36		\$128,925
Instructional Personnel Benefits:															
Health Insurance	10.5	\$4,700	\$49,350	15	\$4,900	\$73,500	19	\$5,100	\$96,900	25	\$5,300	\$132,500	25	\$5,500	\$137,500
401k & Profit Sharing Plan	10.5	\$2,700	\$28,350	15	\$2,800	\$42,000	19	\$2,900	\$55,100	25	\$2,900	\$72,500	25	\$3,000	\$75,000
Life Insurance & Disability	10.5	\$1,500	\$15,750	15	\$1,700	\$25,500	19	\$1,850	\$35,150	25	\$1,950	\$48,750	25	\$2,100	\$52,500
Medicare & Social Security	10.5	\$3,328	\$34,944	15	\$3,328	\$49,920	19	\$3,328	\$63,232	25	\$3,328	\$83,200	25	\$3,328	\$83,200
E - Total Instructional Personnel Benefits:	42		\$128,394	60		\$190,920	76		\$250,382	100		\$336,950	100		\$348,200
D+E = F - Total Personnel Benefits	62		\$191,519	88		\$282,795	108		\$358,982	136		\$461,825	136		\$477,125
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	25		\$306,625	35		\$448,375	40		\$518,600	45		\$611,875	45		\$633,925
B+E = H - Total Instructional Personnel (Salary & Benefits)	52.5		\$585,144	75		\$873,420	95		\$1,152,882	125		\$1,574,450	125		\$1,635,700
G+H = J - TOTAL PERSONNEL	77.5		\$891,769	110		\$1,321,795	135		\$1,671,482	170		\$2,186,325	170		\$2,269,625

**Operations Budget: Expenditure Projections 2018-19 through 2022-2023**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
	Administrative & Support:					
Other	Legal Fees	\$2,500	\$3,500	\$5,000	\$6,000	\$7,000
	Advertising & Marketing	\$4,000	\$5,200	\$5,500	\$5,800	\$5,900
	Insurance	\$11,497	\$19,000	\$26,000	\$28,000	\$29,000
	Communications, Website, Administrative Software	\$23,000	\$38,000	\$53,000	\$55,000	\$56,000
	Facility Rent	\$300,000	\$360,000	\$500,000	\$550,000	\$560,000
	Facility Repairs & Maintenance	\$30,000	\$45,000	\$55,000	\$60,000	\$62,000
	Facility Utilities	\$26,000	\$42,000	\$58,000	\$64,000	\$65,000
	Office Expense, Supplies, & Postage	\$12,600	\$20,000	\$25,000	\$28,000	\$29,000
	Linq, Powerschool, & Admin Support Expenses	\$25,000	\$41,000	\$55,000	\$64,000	\$65,000
	Student Transportation - Buses Expense	\$45,000	\$55,000	\$75,000	\$80,000	\$81,000
	Student Meals	\$40,000	\$66,000	\$93,000	\$102,000	\$104,000
	Technology, Equipment, Capitalized Assets Cost	\$18,000	\$27,000	\$37,000	\$40,000	\$42,000
	Travel	\$2,000	\$3,000	\$4,000	\$4,500	\$4,600
	I T Services	\$12,000	\$24,000	\$26,000	\$28,000	\$29,000
	Non Categorized Expenses	\$15,000	\$20,000	\$20,000	\$20,000	\$21,000
	Audit Fee Payable Year 1	\$0	\$10,500	\$11,000	\$11,500	\$11,600
	<b>K - TOTAL Administrative &amp; Support Operations</b>	<b>\$566,597</b>	<b>\$779,200</b>	<b>\$1,048,500</b>	<b>\$1,146,800</b>	<b>\$1,172,100</b>
	Instructional:					
Other	Curriculum & Books	\$22,000	\$30,000	\$44,000	\$46,000	\$47,000
	Staff Development	\$16,000	\$28,000	\$36,000	\$40,000	\$41,000
	Testing & Fees	\$9,000	\$14,000	\$19,000	\$21,000	\$22,000
	Classroom Technology, Furniture, Capitalized Asset	\$88,000	\$108,000	\$130,000	\$85,000	\$90,000
	Non Categorized Expenses	\$5,000	\$7,000	\$10,000	\$12,000	\$13,000
	Substitutes	\$7,000	\$11,000	\$17,000	\$20,000	\$21,000
	E C Contracted Services	\$15,000	\$22,000	\$28,000	\$34,000	\$35,000
	E L L Contracted Services	\$11,000	\$16,000	\$22,000	\$26,000	\$27,000
	<b>L - TOTAL Instructional Operations</b>	<b>\$173,000</b>	<b>\$236,000</b>	<b>\$306,000</b>	<b>\$284,000</b>	<b>\$296,000</b>

	K+L = M - TOTAL OPERATIONS	\$739,597	\$1,015,200	\$1,354,500	\$1,430,800	\$1,468,100
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**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
J - TOTAL PERSONNEL	\$891,769	\$1,321,795	\$1,671,482	\$2,186,325	\$2,269,625
M - TOTAL OPERATIONS	\$739,597	\$1,015,200	\$1,354,500	\$1,430,800	\$1,468,100
J+ M =N TOTAL EXPENDITURES	\$1,631,366	\$2,336,995	\$3,025,982	\$3,617,125	\$3,737,725
Z - TOTAL REVENUE	\$1,735,896	\$2,881,585	\$4,023,222	\$4,599,012	\$4,599,012
Z - N = SURPLUS / (DEFICIT)	\$104,530	\$544,590	\$997,240	\$981,887	\$861,287

**Budget Narrative:** (No more than one and a half pages)

Please include additional information that showcases all assumptions for your budgetary calculations.

1. *How was the student enrollment number projected?*

*Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.*

*Provide the break-even point of student enrollment.*

Families of high school age Union County students have few choice options. The only public option is Union Academy, a K-12 charter school that typically has a substantial wait list. All other high school county options are private school's. Even within the local education agency, high school students have limited options beyond their home high school. Two of the options are Union County Early College (UCEC) and the Central Academy of Technology and Arts (CATA). Similar to charter school's, both of these high schools use a lottery system for admission. Unlike charter schools, students must meet the schools eligibility criteria before applying. Ineligible students, or those not selected through the lottery, must seek other options, if they want a choice other than their home-school. Given UCEC and CATA annually receive more student applications than there are available seats, coupled with the unknown number of students throughout the county choosing private and home-schooling options, Apprentice Academy believes our total projected population of 600 is a conservative projection.

Furthermore, HB 450 is indicative of the state legislature's sense of urgency when it comes to preparing students with the high tech skills necessary for in-demand, high paying career fields after high school graduation. Each BoE " shall offer at least two 16 work-based learning opportunities that are related to career and technical(and) shall also encourage high schools and local businesses to partner, specifically to target students who may not seek higher education, and facilitate high school to work partnerships."

**Breakeven:**

The breakeven point in number of students, using a traditional breakeven analysis formula, was calculated by dividing non-variable costs (fixed costs, \$280,997) by margin, or revenue (\$7,715) less variable costs (\$6,002) per student. That number was 164 students to break even.

Caveat: it should be noted here that the NCDPI online application is miscalculating revenue and may have distorted the calculation above as well as the overall budget.



*Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.*

We will avoid under enrollment pressure by aggressively marketing our school, already having a well-known, safe and attractive facility, and solidifying the parents' commitment way before the first day of school. Events such as "Curriculum Night" and "Spirit Night", help with the parent buy-in. However, actual under-enrollment would be handled financially by:

- 1 Reducing the classes and the matching teacher positions, payroll, and benefits immediately.
- 2 Restructuring the facility lease arrangement.
- 3 Leasing versus paying for capital equipment.
- 4 Renegotiating all contracts.
- 5 Board of Director loans.
- 6 Bank loans.

*Does the budget rely on sources of funds other than state, county, and federal (e.g. loans, donations etc.)? If so, please provide the source and amount. Be sure that the appropriate assurances documentation is provided in the appendices*

No.

*Provide the student to teacher ratio that the budget is built on.*

20 to 1

2. *Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases.*

We will contract for Exceptional Children and English Language Learners services to complement our full time EC teacher. PowerSchool and LINQ will be bid along with the laptops and other technology costs associated with our provision of laptops for all students.

Our board will set contract authorization levels, and recognize the need for conflict of interest avoidance, for itself and for the Principal. So all commitments exceeding predetermined amounts will require approval at different levels with the appropriate assignment of contract accountability placed also, to ensure the school receives the services and products contracted for and at the correct price.

3. *Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.*

Our mission, purposes, and academic goals include providing a career and technology-focused education and delivering academic rigor. We will also provide expanded choices in the types of educational opportunities and introduce innovative teaching methods.

To provide the technology -focused education we have budgeted almost a third of a million dollars in years one through three on classroom laptops and technology. We budgeted \$80,000 for staff development in the first three years to create a staff that will deliver the academic rigor for all students.

We will hire a "CTE" Coordinator at \$40,000 and a Business Manager at \$50,000 to work with the students and the corporate public to form relationships that offer a new type of educational opportunity and innovation; a collaboration that connects the business world with our students.

4. *What percentage of expenditures will be the school's goal for a general fund balance?*

*Describe how the school will develop the fund balance.*

Our financial goals include building a surplus of \$50,000 in our first and most challenging year, and \$250,000 by the end of year five.

The board will have a financial "actual versus budget" report presented by the Business Manager and the Treasurer, each month, and sometimes accompanied by the LINQ provider or even the auditors. The cash surplus accumulation will be monitored on a weekly basis between monthly board meetings and deviations in cash expectations will prompt a more timely awareness and call for any action by the school's Principal and even the board if such action is warranted.

Because state funds revert, the school will closely monitor its use of state funds versus local funds and monitor the expenditures accordingly, so that state funds are expended by the year end.

5. *Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases.*

The Academy will always make lease versus purchase decisions based upon sound economics and professional financial analysis. In the critical initial years of operation, equipment, etc. leases may be required, whereas in subsequent years the Academy will be able to avoid the financing costs.

The initial facilities will be leased with consideration of purchasing between years 3 and 10 as the school builds a surplus to provide equity for financing. A more recent form of transaction in North Carolina, among new charters, is a transaction including a developer such as Schoolhouse Development, American Charter Development, HighMark, or other partner. These companies assist charters in locating facilities and then purchasing them and with term leases back to the charter, and in most cases, an attendant agreement that the charter will purchase the facility at a designated time with predetermined formulas for the buy out. Many of the agreements add a provision that the developer/lender will later provide a new facility after the term lease of the initial facility.

Other arrangements involve borrowing backed by tax exempt bonds. Governmental bond financed projects are becoming more popular for schools

with a proven track record.

Some items such as office printers/copiers, etc. may be leased. The Academy will, however, have the option of deferred payments or leases of various other items in the budget but only if the enrollment targets are not met.

6. *Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.*

The Academy will solicit donations of goods and services upon receipt of acceptance of its application in addition to an aggressive Union and Mecklenburg County business fundraising campaign and grant request project.

**Financial Compliance:** (No more than a half of a page)

*How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?*

Basics of good internal control are the foundation for the reliability of the financial statements and are needed to safeguard the resources of the school. Not only is the Academy at risk of losing valuable resources with poor controls but there is more at risk. That is the potential for negative publicity associated with any event that might attract notoriety including financial theft or even financial mismanagement. This also often brings a stigma to other charter schools, or indeed to the whole North Carolina charter program and its attendant regulation.

We will contract with our CPA, Potter & Company, to provide the annual audit but in addition we will request from them an initial report on our internal controls. This will include an evaluation of our controls before we open our school so that any weaknesses are discovered and corrected before the school year begins. The audit findings are due 15 months after school opens and that could be too late.

The DPI required services of the LINQ system will be outsourced. Outsourcing LINQ and all the financial services, create another level of cash segregation by its external accounting for our pupil funds, accounts payable, and payroll.

Internally, we will keep a petty cash fund for emergencies and use a system requiring a paid receipt and/or authorization for expenditures. Approval of expenditures over a recommended amount will require the signature of the Principal. School issued checks will be limited to a maximum of 10 per month requiring almost all transactions to flow through the LINQ reporting initially rather than after the fact.

Accounting records will be safeguarded by use of daily locked files and to the extent practical, secure online records with appropriate password protections. Sensitive records will be systematically shredded as necessary. The board treasurer will provide a financial statement to include a statement of fund balances (balance sheet) and a statement of receipts and expenditures (a P&L) and a budget report at each regularly held board meeting and an explanation to board members for questions. Additionally, the business services provider and periodically the auditors will be asked to attend board meetings.

As a guide we are adopting a 6,908 word "Statement of Financial Policies" we have been allowed to use by Monroe Charter Academy.

*Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)*

There are no related party transactions known or anticipated other than a board member, who as mentioned earlier, will become the Academy's head of school upon approval of the charter application.

ATTRIBUTION: Although there have been several contributing to this application, the Goodall Consulting team members assisting have used portions of previous charter applications in this application, including portions from Anson Charter Academy and Monroe Charter Academy, both with permission. Other parts of this application, particularly those practices relating to the business aspects of managing a charter school, are modeled after Anson Charter Academy and Monroe Charter Academy and thus this charter application will have some of the same language.

We know of no other relationships needing clarification or attention.

*Provide the name and contact information of the independent audit firm who will conduct the annual financial statement audit. If a firm has yet to be identified please list the firms the board has investigated.*

We will use the firm of Potter & Company, 434 Copperfield Blvd. Suite A in Concord, NC. The telephone is 704-786-8189 and the facsimile number is 704-786-4447. This firm performs audits for Lake Norman Charter, Gray Stone, Community School of Davidson, and Union Day School. Fee \$10,500.

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